

Name: Larry
Date of Birth: January 2, 1984

Larry is an outspoken young man who believes in speaking his mind. He dresses like a rock star, with long hair, earrings, and hard rock t-shirts. He has a few close friends but does not socialize with the majority of his classmates. One of the reasons he is a loner is because of the way he tells people where to go, and how to get there.

Larry has been in special education due to a learning disability. He functions at the High Essentials of the Arizona Academic Standards in math, and the Low Essentials in reading and written language. Larry learns best through auditory and visual instruction. He is able to follow directions well.

Larry has well-defined goals for his future. He wants to be a carpenter. He has taken beginning woods class, a work-readiness class, and participated in a summer construction internship through the Workforce Investment Act Summer Youth Program.

Larry wants to find a part-time job at a local lumberyard. His uncle has been in the field so Larry thinks it should be fairly easy for him to get a job. He is concerned about the recommendation from his employer during his summer work experience. Larry was often late to work, never called in when he was out sick, and had difficulty staying focused to the task at hand.

Larry lives with his family. His girlfriend is expecting a child. He has no intentions of marrying her but does plan on sharing the parenting experience.

Student Name: _____ IEP Date: _____

Student Name Larry			Date of Meeting February 6, 2002	
Student Demographics				
DOB January 2, 1984	Age 18	Grade 11	Home Language English	LEP []Y [X] N
School of Residence Likealot School	School of Attendance Likealot School		Language of Instruction English	Category of Eligibility SLD
Parent/Guardian Lawrence	Home Address 456 Sawyer Street, Phoenix, AZ 85000		Home Phone (602) 555-1121	Work Phone (602) 555-1329

IEP Team Meeting Participants §300.344(a)(1-7)		
Role	Name	Date
Student	Larry	2/6/02
Parent/Guardian/Surrogate	Lawrence	2/6/02
LEA Representative	Maxine	2/6/02
Special Education Teacher	Hilda	2/6/02
Regular Education Teacher	Theresa	2/6/02
Individual to interpret the results of the evaluation	Sigmund	2/6/02
Agency Representative Vocational Rehabilitation Counselor	Ernie	2/6/02
Interpreter _____ language		
Other Relative-uncle	Dirk	2/6/02
Other Vocational Education Teacher	Victor	2/6/02

<p>Student/Family preferences and interest/vision for adult life, in the areas of employment, community participation, recreation and leisure, mobility, post-secondary training and learning opportunities, and independent living (ages 14-21, or younger if appropriate).</p> <p>Larry wants to work fulltime as a carpenter. While in school, he would like to get a part-time job at a lumberyard. Once out of high school, Larry wants to move out of his parents' house into his own house. He is expecting a child but does not plan on having full custody, nor getting married to his child's mother. However, Larry is looking forward to being a father and sharing some of the responsibility.</p>
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Present Levels of Educational Performance (PLEP)

Indicate where the student is performing in regards to AZ Academic Standards in the areas identified. AAC R7 2-401(e)(3) Include a description of how the student's disability affects his/her involvement and progress in the general curriculum. For preschool children, consider how the disability affects the student's participation in appropriate activities. Beginning at the age of 14, discuss where the student is currently functioning and what the student's strengths and areas of need are aligned to his or her identified post-school vision and desired outcomes.

Larry is a hardworking student in classes he enjoys. Larry is very good in math, performing at the High Essentials level of the academic standards. He understands the importance of math, particularly in measurement, for his desired career goal as a carpenter uses such skills daily. Larry has the ability to estimate and uses measurement to describe and make comparisons. He selects and uses appropriate measurements and tools to measure the degree of accuracy required in a particular problem-solving situation. Larry has greater difficulty with reading and writing, where he performs at the Low Essentials level. In writing, Larry has difficulty with punctuation, capitalization, grammar, and usage, along with varied sentence structure and paragraph organization. In reading, Larry needs exposure to situations where he must make inferences, predictions, summarize, and draw conclusions. Larry follows directions well, and benefits from auditory instruction.

Larry has taken some coursework towards his goal of becoming a carpenter. He has taken beginning woods class and a work-readiness course. However, Larry still has difficulty understanding job related skills to maintain employment. He has poor time management which impacts his ability to arrive to the worksite on time, to get back to work after breaks and lunch, and to stay focused to the task at hand. Larry is concerned about the prospects of new jobs if someone were to call his previous employer. He would often miss work and not bother to call in to explain why. His previous work experience was through the WIA Summer Youth Program in a construction internship.

Larry is expecting his first child. He needs guidance and training in parenting skills and independent living skills. Larry does not have friends to talk as he as isolated himself. Larry would benefit from interpersonal skills training to help him not only make social friends but also to be able to work well with others on the job. He wants to work at his uncle's place of employment. Larry respects his uncle and feels he would be a good role model for him. Larry has decided that because he still needs assistance with obtaining employment and with his reading skills, that we would like to stay in school another year and graduate in May of 2003.

Student Name: _____ IEP Date: _____

Statement of Transition Service Needs focusing on the student's courses of study, developed by the age of 14 and updated annually:
§300.347 (7)(b)(1)

Age: 18 School Year: '01-'02	Age: 19 School Year: '02-'03	Age: _____ School Year: _____	Age: _____ School Year: _____	Age: _____ School Year: _____
Resource English III	Resource English IV			
Child Development I & II	First Aid/CPR (2 nd semester)			
Welding I & II	Calculus			
Pre-Calculus	Home Economics (1 st semester)			
U.S. Government	½ day Construction class at voc. tech. school			
Independent Study -- construction				
Total credits earned: <u>6</u>	Total credits earned: <u>6</u>	Total credits earned: _____	Total credits earned: _____	Total credits earned: _____

Additional Educational Opportunities:

Independent Study course developed in construction for Larry to research and investigate jobs within construction field, anticipated wages earned, vocational training requirements, job shadow in various employment settings, and potential employers in the area. Dual enrollment at vocational training school for construction.

GRADUATION PLAN: (optional)

Total Number of credits required by this school for graduation: 21 Anticipated month and year of graduation: 05/03

Will this student graduate with fewer credits than required of other students? _____ Yes X No

If yes, identify graduation adaptations: _____

Statement of Transfer of Rights at the Age of Majority §300.347(7)(c)

At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian).

☒ **Yes, Date:** February 2, 2001

☐ Guardianship legally held by other _____

Student Name: _____ IEP Date: _____

Statement of Needed Transition Services, developed by the age of 16 and updated annually, promoting movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation §300.347 (7)(b)(2)

Transition Services	Needs and Activities	Agency(ies) Responsible	Provider & Payer
Instruction:	*Explore admissions requirements for possible part-time enrollment at Voc/Tech School *Enroll in parenting class	*Counselor and Larry *Larry, School Nurse, Planned Parenthood	*School will provide service coordination; Larry will be responsible for any incurred expenses *Planned Parenthood
Community Experiences:	*Investigate opportunities for socialization training in the community *Identify and tour different living/housing options *Internship on construction site-work incentive program	*Larry, Arizona Bridge to Independent Living *Larry *Larry, Vocational Education Teacher	*School will provide service coordination with ABIL *Larry will be responsible for any incurred expenses *School
Employment:	*Work towards obtaining a license to become a carpenter *Meet with VR to determine eligibility *Meet with adult workers in the career field of carpentry *Register with the One Stop Center *Obtain paid part-time employment *Purchase clothes for job interview	*Larry, Vocational Education Teacher *Larry, parents *Larry, Larry's uncle *Larry, Job Services Counselor *Larry, uncle *Larry, parents	*School will provide service coordination; Larry will pay for license *There is no expense to apply for VR services *Larry's uncle *Arizona One Stop Career Center-there is no expense *Larry *Larry
Related Services:	*Identify possible sources of support for coping with difficult situations.	*Larry, School Guidance Counselor	* School
Post-secondary training and Adult Living:	*Explore insurance issues and needs.	*Larry, parents	*Larry, parents
Daily Living (if appropriate):	*Take course in child development, family life. *Manage daily time schedule	*Larry and School *Larry, School, parents	* School *School, parents will assist Larry; parents will purchase organizer
Functional Vocational Evaluation (if appropriate):	*Meet with employers to develop a situational vocational assessment site in the community in the field of carpentry *Conduct VALPAR	*Larry, Vocational Education Teacher *School will identify appropriate personnel to conduct evaluation	*School *School

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Agency Collaboration and Responsibilities (by age 16, or younger if appropriate)

School Year	Needed Service	Agency & Contact Person	Who will Contact & When	Timeline for Delivery of Service(s)	Results and Outcomes
'01-'02	Eligibility Determination	Vocational Rehabilitation	Larry and parents	March 2002	Possible eligibility to help with vocational training and social skills development
'01-'02	Job seeking and placement help	AZ One Stop Career Center	Larry	May 2002	Obtain part-time employment for summer, to possibly extend through graduation
01-'02	Parenting Skills training	Planned Parenthood	Larry, School Nurse	April 2002	Enroll in class to learn effective parenting skills
'02-'03	Interpersonal and Socialization Skills Training	Arizona Bridge to Independent Living	Larry, Guidance Counselor	September 2002	Training on social and interpersonal skill development